



SNAP TO READ

ENGLISH SPEAKING TEACHING METHOD FOR STUDENTS WITH HEARING IMPAIRMENT IN SLB

Rasyidah Nur Aisyah, Nona Latifatul Akhfa

Universitas Panca Marga, Universitas PGRI Wiranegara

rasyidah.nuraisyah@upm.ac.id, nonalatifatulakhfa@gmail.com

First received: July 1, 2024

Final proof received: November 21, 2024

Abstract:

Teaching English to children with special needs in inclusive settings is a challenge that requires the cooperation and participation of all parts of the school. However, teaching English to students with special needs may sound strange or even impossible. Nevertheless, this is part of the responsibility of education to remain accepted as part of the challenges of the education world. The Purpose of this research is to know the used of method for teaching speaking in students with hearing impairment in one of SLB in Pasuruan and to know what the method that used in this SLB. The design of this study was descriptive qualitative. The subject of this study was 6 hearing impairment students in seventh grade and an English teacher of SLB Arya Satya Hati Pasuruan, which was conducted to investigate the use of methods for teaching speaking. The instruments used were observation, interview, and documentation. Finally, it can be concluded that the teacher used various instructional methods for teaching speaking students with hearing impairment. The findings showed that the teacher used a natural method, the grammatical method, the Bilingual-Bicultural Method (Bi-Bi), and targeted effective dissemination, mixing language combined with sign language and gesture. The primary approach to effectively achieve educational objectives is by drilling or repetition. Drilling is considered the most effective way for enabling pupils to

talk with accuracy and fluency, as it imparts precise pronunciation, accents, and the appropriate emphasis on stressed and unstressed words in speech.

Keywords: *Hearing Impairment Students, EFL Teaching, Teaching speaking method*

INTRODUCTION

The presence of a child is the most eagerly awaited by every parent in his marriage. However, not all children are born with "perfect" conditions. These imperfections make the child must get special or even special treatment. The imperfection is also a limitation so that the child is commonly known as disabled children, children with special needs, or disabilities. Kusyairy (2012) stated that individuals with special needs or more commonly referred to as Children with Special Needs (Anak Berkebutuhan Khusus) were initially better known as children with disabilities, or exceptional children. An individual with special needs are individuals who experience growth and development deviate from normal criteria both physically, psychologically, emotionally, and behaviorally, so that in developing their potential requires special treatment and education.

There are various kinds of physical disabilities experienced by children so that they are categorized as students with special needs that require them to go to a school that is slightly different from normal students in general. One of the physical defects is deafness. Deaf are children who lose their hearing before learning to speak or hearing loss so the child has begun to learn to speak because of a hearing loss, sound, and language as if lost (Sarjono, 1995). Limitations in hearing experienced by people with hearing impairment are one of the big problems experienced by them in living a life full of information and technology because as a result of their disability, they have difficulty developing language skills to communicate effectively and creatively. One factor is that the sense of hearing cannot be fully utilized, so this is an obstacle in developing his personality, intelligence, and appearance

as social beings.

Children who are deaf or children with hearing impairment are children who experience hearing loss or loss that results in obstacles in language and speech development so every child should have good language skills. Ideally, language development continues to grow along with the increase in age. The role of language, speech, and sense of hearing in the context of communication are interrelated. The disruption of the sense of hearing is very influential in language reception in the form of sound. So in the process of receiving language, children with hearing impairment put more emphasis on the function of the visual senses. Language development and speech are closely related to hearing acuity. Due to limited hearing acuity, children with hearing impairment are unable to hear properly. Thus in children with hearing impairment do not occur after the imitation of the sound imitation process, the imitation process is only limited to visual imitation. Furthermore, in the development of speech and language, deaf children need special and intensive coaching according to their ability and level of disability (Somantri, 2006).

The problem faced by teachers in schools for deaf children is the development of language in its function as a means of communication, both orally (verbally) and manually (cues). Suparno (2007) stated that judging from the level of difficulty, the development or coaching of oral languages is far more difficult than manual languages. This is due to the condition of hearing organs not functioning normally and the lack of phonetic experience in deaf children.

As a result of these conditions, the child becomes unable to respond to the sounds that come to him properly. Children see everything around them as mute events and do not give the impression of any sound. From this understanding it can be concluded that teaching speaking in English to children with hearing impairment will be a challenge for educators because the main problem for students with deafness is lack of or loss of listening ability, teachers are required to have certain methods so that the achievement of the learning process can meet predetermined standards. Lack of listening

ability will greatly affect the learning process, especially in the process of learning English.

An innovative learning technique is needed in language learning. According to Mansyur (2018) the use of various techniques and innovative methods can certainly create conducive learning situations. Students will be directly involved in absorbing information and restate the results of recorded information obtained by following per under the ability of individual students. Today, there are only a few research reports on teaching methods that are efficient for students with hearing impairment. One of them is coming from (Suradji, 2019) as stated today there are only two methods namely structured language learning and scientific language learning combined as a method of language learning for students with hearing impairment. At least the researcher on teaching methods for children with special needs has resulted in their school running according to their teacher intuition, whereas, the right method will greatly help the learning process for students with hearing impairment.

Teaching English for the student with hearing impairment is also a challenge, in some cases, hearing limitations will affect speech patterns in student with hearing impairment; this problem will affect the process of learning English especially in the listening and speaking aspects. This is the important reason why our education needs to know the best method to teach students with hearing impairment especially for teaching speaking (Dewi et al., 2019).

As stated before, there are only research reports on teaching methods that are efficient for students with hearing impairment especially language learning. Jamaris, (2018) as stated today there are only two methods namely structured language learning and scientific language learning combined as a method of language learning for students with hearing impairment. Jamaris also stated that methods namely structured language learning created by Fitzgerald Key a century ago.

Dalilan et al., (2021) and Dewi et al., (2019) have been observed the

students with hearing impairment. They both research about how the English teachers teach the students with hearing impairment but do not mention detail the used of the method. In this research, the researcher only focused in the used of method for teaching speaking for students with hearing impairment.

As the world of education is increasingly advanced we need the newest and updated teaching method for a student especially a student with hearing impairment who needs special treatment in their learning process. This research conducted to contribute the newest theories and research related students with hearing impairment which aims to determine the best method in language learning, especially in English for the student with hearing impairment. It focuses on how does the teaching speaking method used by English teachers in SLB Arya Satya Hati Pasuruan and find out the students' difficulties in English learning speaking activities. By addressing these questions, the study aims to bridge the gap between theory and practice, offering practical solutions and recommendations for educators to enhance English language learning for students with hearing impairments. It is hoped that the findings will not only benefit the students and teachers of SLB Arya Satya Hati Pasuruan but also contribute to the broader discourse on inclusive education.

METHOD

The research used descriptive qualitative study (Creswell & Poth, 2018). The research is conducted at SLB Arya Satya Hati Pasuruan. The researcher focused on the teaching speaking method that the teacher used for students with hearing impairment in seventh grade of SLB Arya Satya Hati Pasuruan. The seventh grade students and English teachers of SLB Arya Satya Hati Pasuruan were the object of the research. This grade conducted with six students with hearing impairment. The researcher chooses this class because this class quite conducive and has enough students with hearing impairment to research.

Further, the data were collected based on classroom observation and

interviewing the teacher. It included the event or phenomenon, the activities and, the process of teaching speaking by the teacher and the students with hearing impairment in the classroom. The researcher got data in an event by using observation. The interview is used to ask questions more deeply and to get the data which cannot be covered in the observation and documentation.

FINDINGS AND DISCUSSION

The Process of Teaching Speaking for Students with Hearing Impairments

The process of teaching English for the students with hearing impairment have been observed, the researcher focused on the teaching speaking process. The teacher exercised within the handle educating English to incorporate making teaching-learning preparation, the advance or application of English within the classroom incorporate the classroom interaction (opening), the application of prepare instructing component (substance), and the assessment step (closing). Those exercises include a few components, which are called directions components. They are the objective, the material, the strategy, the media, and the assessment. In this instructing English at the seventh-grade course, the teacher instructed lexicon or vocabulary.

The first step is preparation which includes teacher's activities in preparing a lesson plan. In this step, the teacher plan the learning objectives, the material, the strategies and the method, and the media.

The Preparation of Lesson Plan

Based on the interview and observation, the researcher can conclude that the teacher of seventh grade in SLB Arya Satya Hati Pasuruan makes some preparation before teaching as stated in the interview

“Yes, usually before entering our class, especially as a teacher, I make lesson plans that come from the curriculum we use, namely 2013, just like schools in general, in the lesson plans there are several indicators that must be achieved, but they will be far different from the indicators used by the teacher in public schools because our students

have limitations. What is more emphasized on education with special needs is not on theory and material, but on the ability to develop themselves as provisions for these children with special needs.

Based on the interview above, the teacher stated that when the teacher plans the lesson plan, the teacher also states the objectives. The teacher states the objectives into a few essential competencies which are expressed within the educational programs. The teacher plans the pointers of the educating learning exercises. The researcher also found that the teacher prepared the syllabus as lesson plans based on curriculum 2013 but, the syllabus and the lesson plans were different from regular school. In this grade, the syllabus and lesson plan focused on the vocabulary the students had learned about vocabulary, how to pronounce the vocabulary, and the meaning of the vocabulary in Indonesian. It's different from the syllabus and lesson plan in the seventh grade of regular school because the students with hearing impairment mostly didn't learn English in elementary school. So, they still have lower rates in receiving process learning of English than regular school.

The Material Preparation

Based on the interview and observation, the researcher can conclude that the teacher of seventh grade in SLB Arya Satya Hati Pasuruan makes some preparation before teaching as stated in the interview

“Yes, usually before entering our class, especially as a teacher, I make lesson plans that come from the curriculum we use, namely 2013, just like schools in general, in the lesson plans there are several indicators that must be achieved, but they will be far different from the indicators used by the teacher. public schools because our students have limitations. What is more emphasized on education with special needs is not on theory and material, but on the ability to develop themselves as provisions for these children with special needs. “

Based on the interview above, the teacher stated that when the teacher plans the lesson plan, the teacher also states the objectives. The teacher states the objectives into a few essential competencies which are expressed within the educational programs. The teacher plans the pointers of the educating

learning exercises. The researcher also found that the teacher prepared the syllabus as lesson plans based on curriculum 2013 but, the syllabus and the lesson plans were different from regular school. In this grade, the syllabus and lesson plan focused on the vocabulary the students had learned about vocabulary, how to pronounce the vocabulary, and the meaning of the vocabulary in Indonesian. It's different from the syllabus and lesson plan in the seventh grade of regular school because the students with hearing impairment mostly didn't learn English in elementary school. So, they still have lower rates in receiving process learning of English than regular school.

The Preparation of Speaking Method

Based on the interview and observation, the teacher usually prepares the method that is appropriate with the material, as stated in the interview:

We usually use mixed methods for all aspects of learning, for the speaking part it is adjusted to the ability of each student. Students with hearing loss level I will have a different handling from level IV, but what is commonly used is total communication, drilling, oral and speech in sign language. The main key is in drilling, we as teachers must understand the students' capacities which are a little limited, and therefore the drilling method or repetition will be very helpful because they (students) will understand the material when the teacher patiently repeats the material until they really understand. Another key besides the right method is the teacher's patience in dealing with student limitations

Based on the interview above, it can be concluded that the teacher prepares various methods to teach the students with hearing impairment in SLB Arya Satya Hati Pasuruan. From those methods drilling or repetition is the meaningful method to teach seventh-grade students with hearing impairment in SLB Arya Satya Hati Pasuruan especially, in speaking. Quoted from Akef Alsalihi (2020) drill is one of the techniques which plays a useful part in language courses in helping students to be formally accurate in their speech and learn a useful collection of phrases and sentences. The first drill is called a transformation drill which the teacher asks the students to change the sentences. For example, the teacher said, "I get up at seven in the morning".

Then, the teacher asks the students to repeat the same sentences with a different subject such as "Hakim gets up at four in the morning". The second is the pronunciation drill in which the teacher becomes a model or center to be sentences followed by the students. In this part, the teacher pronounced some words or sentences then the students should repeat the words sentences. Finally, a chain drill refers to student repetition to the teacher's words to build sentences. For example, the teacher gave a sentence while the students make other sentence structures of which are similar. From the observation and teacher interview, it can be concluded that drill is a meaningful method to optimize student skills especially in speaking. According to Kumar (2013), the objective of the drill is to encourage accuracy. A drill is good to make students speak accurately and fluently since they are taught correct pronunciation, accents and stressed and unstressed words in speaking.

The Preparation of Teaching Media

Based on the interview and observation the teacher usually prepared what kind of media will be used in the classroom. The teacher chooses the media which are appropriate with the type of material, as stated in the interview:

"The most suitable media so far for deaf children is visual media. For students with level I and II, audio-visual media is still possible, but children with hearing impairment at levels III and IV only use visual media. When we show the media, we will also demonstrate gestures either body language or sign language that reflects the vocabulary of the media, we usually use flash cards, color pictures, blackboards and much more."

Based on the interview above, it can be concluded that the teacher used two kinds of media, visual and audiovisual, because students with hearing impairment have a problem with hearing the teacher using visual media to help the teaching process. Based on the observation, the researchers found that the use of media helps the teaching process smoothly. The teacher used color full media to make the students interested. Sometimes, the teacher also used a computer or their hand phone to show the media because the school

still lacks facilities. So, the teacher must be creative to make their media.

The Teaching and Learning Process

This arrangement step included the teaching activities in the application of the steps of teaching speaking in the students with hearing impairment in SLB Arya Satya Hati Pasuruan. The result of the first observation is as follow. The lesson officially started at 07:30 a.m. with the teacher greeting the students, leading a prayer, and checking attendance. The teacher engaged the students by asking questions to review previous material and introduced the day's topic, "Parts of the Body." The main lesson, which focused on vocabulary, began at 08:17 a.m., with the teacher using gestures and translations to explain the material. Students showed varying levels of understanding, requiring repeated pronunciation and sign language to aid comprehension. The teacher encouraged participation through writing and speaking exercises, despite challenges in student engagement. Before concluding, the teacher reviewed the material and incorporated a song, "Dua Mata Saya," in English to reinforce learning. The session ended at 09:02 a.m., completing a structured and interactive lesson.

Besides, on the first observation process of teaching speaking, the researcher gave a chance to the teacher to share classroom interaction between the teacher and the students. The first observation in the classroom of VII at 10.45 a.m. there were 3 students in the classroom. The teacher tried to greet the students with oral and sign language. The students answered the greeting, then, the students and the teacher have a short conversation to open their lesson. The teacher usually starts her class with short conversation about the last material, in order to make the students remember about their last material. It can be concluded that the teacher used drilling method. After having a short conversation with the students, the teacher said:

"We usually use sign language to communicate with deaf students. Only level I and II were able to understand the teacher's sentence without sign language, but we had to communicate with them loudly and clearly, we were required to pronounce the sentences clearly but slowly so that students could understand the teacher's

lips. Therefore, when teaching English we mostly use Indonesian in providing explanations because it will be difficult for them to lip-read in English“

From the observation and interview above, the researcher can conclude that only a few students are active and talk actively. Those can be seen by the fact that the students are often quiet and lack of motivation. The students looked difficult to catch the lesson, especially in pronunciation. The researcher also concluded that the students and the teacher have a good bounding because the students seem to enjoy the teaching process even if they can't understand the lesson well. The researcher also found that, from six students in seventh grade, they had different levels of hearing skills as stated before, it will be effective if their class-based their level of hearing. However, knowing the limitations of the number of students with different levels of hearing ability will be very difficult for schools to group them according to their hearing levels. Therefore the teacher is required to know the characteristics of each student to adjust the teaching and communication methods used in the delivery of teaching lessons. The researcher also found that it is hard for the student with hearing impairment to speak well in English because their problem in hearing can impact their speech.

On the second observation, the researcher found out that the lesson started at 07:30 a.m., with the teacher greeting the students, leading a prayer, and checking attendance. To review the previous material, the teacher engaged the students with questions, but only a few could recall it clearly. The main lesson started at 08:20 a.m., focusing on vocabulary about classroom objects using flashcards, translations, and pronunciation practice. Students showed varied comprehension levels, requiring the teacher to repeat words and use sign language for better understanding. Engagement decreased as the lesson progressed, but repeated practice helped students improve their pronunciation. Before concluding at 09:12 a.m., the teacher reviewed the material, had students pronounce two classroom objects in English, and encouraged preparation for the next lesson without assigning homework.

Based on the interview and the observations which have been done by the researcher on the second process of teaching speaking in the class, the teacher still often uses Indonesian to explain the teaching material. The students are also not forced to fulfill the goal of the lesson, they are allowed to receive the material as much as they can. In other words, the teacher only focuses on their vocabulary to comprehend the material. As usual, the teacher opened the class with short conversation to greet the students and ask about the last material in order to make the students remembered their lesson material. The teacher also gave the students a short explanation about their today activity and today teaching material. The teacher stated that the key of teaching a student with special needs is patience

"The main keys to the success of learning for children with disabilities like this are resilience and patience. Because of the limitations they have, most of them have social problems, building the trust of deaf children is also not easy, because sometimes they don't easily trust new people, therefore the learning process really has to be conveyed gently and not forcefully. The delivery of the material also seems far from their grade standard, because their capacity can be said to be like that of elementary school children even though they are actually middle school students"

Based on the teacher statement above, it can be concluded that students with special needs must be handled by teachers who are competent in their fields. From this observation the researcher found that the main problem of teaching speaking for students with hearing impairment is pronunciation, their speech usually consists of simple words and short phrases.

In this observation, the researcher also found that the use of media for teaching speaking for students with hearing impairment can help the teaching process more interesting and impressive for the students. The colorful flashcards can help the students understand the teaching material easily because they lack hearing skills, visual media is the main media to help the teaching process.

Further, on the third observation, it shos that the lesson started at 07:30 a.m. with the teacher greeting the students, leading a prayer, and checking

attendance. To review the previous material, the teacher asked questions about vocabulary from the last session, offering corrections and encouragement. Introducing the new topic, "Parts of School," the teacher used examples and verbal descriptions without teaching aids, mixing explanations with sign language to accommodate the students' needs. The teacher repeated vocabulary and provided individual attention to students, rewarding correct answers with snacks to encourage engagement. Despite these efforts, varying levels of comprehension and enthusiasm among the students posed challenges, particularly for those with severe hearing impairments. The class ended at 09:14 a.m. after a review of the material, instructions to prepare for the next lesson, and observations that limited resources, such as unused LCD screens and computers, impacted the teaching process.

The Teacher elucidated each section of the school in the book by demonstrating its corresponding position within the school premises. Providing real-life examples helps pupils comprehend the content effortlessly. The teacher also mentioned that she will provide a reward to the students who can accurately pronounce the course content. The utilization of rewards enhances students' enthusiasm during the learning process.

The teacher also stated in the interview:

"Giving rewards like this is very helpful, students with disabilities like this usually have very little motivation to learn, with rewards like this they are a little motivated to be enthusiastic about participating in the learning process, it also helps strengthen the bonding between us and students. In English, we emphasize the speaking, indeed, the portions for reading and writing are not that big, because they have hearing limitations which affect their speech too, so speaking is indeed a challenge for us."

Based on the teacher statement above, it can be concluded that most students with hearing impairment have a problem with their speaking ability because they have problems with hearing skills. The researcher also found in the field that some of the students with hearing impairment have a

problem with speaking skills, quoted from www.hiddenhearing.co.uk.com. The use of materials in teaching English, particularly speaking, is crucial for students with hearing impairments. Teachers can use various methods to create engaging and effective learning experiences. For instance, the Happy and Easy English Book for Grade VII untuk SMPLB B was used by a teacher at SLB Arya Satya Hati Pasuruan, which focuses on simple vocabulary and follows the syllabus. The teacher uses various instructional methods to make the teaching process easy for students, such as natural methods, grammatical methods, Bilingual-Bicultural Method (Bi-Bi), and Targetting Effective Dissemination. Drilling or repetition is also used to help students understand the material. The teacher's patience and adaptability are key factors in achieving goals.

Media is another important component in the teaching-learning process, as it develops students' creative power through images, words, and sounds. (Birinci & Saricoban, 2021) highlights the advantages of using media in the teaching-learning process, such as increasing learner motivation, avoiding boredom, making the material easier to understand, and making the process more systematic. In SLB Arya Satya Hati Pasuruan, multimedia, whiteboards, textbooks, and board markers are commonly used to support teaching-learning activities.

Visual media, such as pictures, flashcards, whiteboards, and hand phones, are the most suitable for deaf children. Audio-visual media is still possible for students with level I and II, but children with hearing impairment at levels III and IV use visual media. The teacher also uses gestures or body language to reflect the vocabulary of the media. In conclusion, the use of various instructional media, including pictures, flashcards, whiteboards, and hand phones, is essential in teaching English speaking for students with hearing impairments. This approach helps students better understand the material and improves their overall learning experience.

DISCUSSION

The researcher conducted a study in the seventh grade of SLB Arya Satya Hati Pasuruan and obtained comprehensive data through several data collection methods, including interviews, observations, and documentation. In order to achieve the study goals, the researcher has conducted an analysis to provide a relevant interpretation and make conclusions about the thing being evaluated.

According to the aforementioned research findings, there are certain observations that may be made. The arrangement determined according to the study problem's findings. The teachers emphasize the importance of selecting and adapting teaching materials to suit the specific needs and abilities of students with hearing impairment when teaching English. According to the aforementioned theory, the researcher obtained research findings indicating that for pupils who have hearing loss and encounter difficulties, it is imperative for the teacher to instruct them according to their individual capabilities. Research findings indicate that kids with hearing impairment experience delays in processing learning, particularly in the acquisition of English vocabulary. These students also tend to absorb new words at a slower pace. The seventh-grade students at SLB Arya Satya Hati Pasuruan have not previously received instruction in the English language. Therefore, it is imperative for the students to acclimate themselves to the new lesson, particularly in the subject of English, as they were previously unfamiliar with English language.

The researcher determined that the material utilized in English instruction was identical to that used for regular students. In his study, (Khasawneh, 2021) categorized media into six distinct types: visual, audio, audiovisual, group presentation, object, and interactive-based computer. The primary role of the media is to facilitate the educational process. According to the observation and interview conducted in the seventh grade of SLB Arya Satya Hati Pasuruan, the teacher only utilized visual media. The teacher utilized flashcards as a form of visual media. The findings revealed

that the teacher employed visual media to enhance the learning experience, as visual media is the most effective medium for instructing pupils with hearing impairment.

The procedure of instructing English to those with hearing impairments typically involves three sequential stages: the commencement, implementation of instructional material, and conclusion. After conducting three observations in the classroom, the researcher concluded that the teacher's approach to teaching speaking, particularly in English vocabulary, was similar to the method of classroom instruction. According to (Dalilan et al., 2021) there are specific guidelines for teachers when instructing students with hearing impairments. These instructions are as follows:

1. Developing a strategic plan for selecting appropriate resources and approaches that align with the specific requirements and preferences of the students.

2. Enhance the classroom environment and ensure that the pupils attentively concentrate on the teacher's instruction at the front of the class.

When explaining the materials, the teacher must articulate and enunciate clearly.

4. Employing instructional techniques and consistent repetition, write the keyword on the board for each word or sentence.

During the process of teaching and learning, teachers utilize sign language, written notes, and visual aids such as pictures to convey the subject.

6. Enhance the students' ability to effectively communicate with the teacher, whether it is expressing their ideas or seeking clarification on the materials.

7. The development of communication involved the utilization of facial expressions and body language to convey the information.

8. The utilization of visual media to facilitate comprehension of the teacher's instructions by the students.

Based on the observation, the researcher inferred that the teacher's viewpoint aligns with the explanation provided earlier. Prior to instructing

the students, the teacher engaged in the process of planning. The teacher curated a portion of the instructional content in accordance with the syllabus and the lesson plan that adhered to the curriculum K13. The teacher devised a methodology tailored to the pupils' aptitude and contingent upon their auditory acuity. Furthermore, the teacher consistently provided salutations and encouragement to the kids. Providing motivation to students would enhance their enthusiasm and retention of instructional content. Furthermore, during the process of teaching speech,

The teacher employed a comprehensive communication style while explaining the content. The teacher enunciated loudly and distinctly, with pursed lips, in order to ensure the students' comprehension. Furthermore, during the lesson, the teacher provided instructions with repetitive and thorough practice on each word, ensuring that the students comprehended the content. Furthermore, during the instructional process, the teacher supplemented their explanations with sign language and visual aids to effectively convey the content to students with hearing impairments. In the teaching-learning process, the teacher and the pupils engaged in communication. Additionally, during the teaching-learning process, the teacher employed facial expressions, specifically by pressing their lips, in conjunction with the instructional activities. Furthermore, the teacher included visual aids such as photographs and flashcards to enhance the students' comprehension and facilitate the teaching process (Adi et al., 2017).

The teacher must exert additional efforts to instruct children with hearing impairments due to their inability to communicate verbally. During the process of instructing the students, it is necessary for the teacher to articulate their words in order to elucidate the subject matter (Sholihah et al., 2016).

Additionally, the instructor should employ sign language as a teaching method and utilize multimedia resources to enhance students' comprehension and facilitate their acquisition of knowledge. Upon observation, the researcher concluded that the teacher employed natural teaching approaches, particularly

in the area of English speaking. The teacher use several methods, such as signs, gestures, signals, fingerspelling, and other manual techniques, in addition to speech, to effectively communicate with students who have hearing impairment. These methods facilitate a more natural form of communication, allowing the students to express themselves and comprehend others more comprehensively. The researcher compared the teaching style employed by the teacher to the one described by (Sukadari, 2020), known as the natural method. This method involves the use of signs, gestures, hints, fingerspelling, and other physical techniques, as advocated by other educators. When used in conjunction with speech, sign language provides a more natural means of communication and allows kids with hearing impairment to participate.

CONCLUSION

In light of the study's findings and discussions, it can be inferred that the English teachers at SLB Arya Satya Hati Pasuruan employ a range of suitable instructional methods for teaching speaking to students with hearing impairment. The teacher employed a diverse range of ways to facilitate the students' learning process, rather than relying on a single approach. The researcher can infer that the teacher made an effort to avoid monotony when employing teaching techniques. Employing suitable methodologies can facilitate students' comprehension of the instructional content effortlessly. The researcher discovered that the teacher employed a combination of the grammatical approach, natural method, Bilingual-Bicultural approach (Bi-Bi), and Targetting Effective distribution in the teaching of speaking skills. Employing this approach facilitates students' comprehension and acquisition of the objectives of the teaching-learning process. The primary approach to effectively achieve educational objectives is by drilling or repetition. Drilling is considered the most effective way for enabling pupils to talk with accuracy and fluency, as it imparts precise pronunciation, accents, and the appropriate emphasis on stressed and unstressed words in speech. The teacher devised those strategies to foster active pedagogy and facilitate

learning in the classroom. There are various strategies to educate in a more creative manner, which effectively engage learners in meaningful learning experiences. Specifically, in a speaking class, applying precise techniques can enhance students' excitement and vocabulary, hence facilitating the teaching-learning process.

REFERENCES

- Adi, S. S., Unsiah, F., & Fadhilah, D. (2017). Teaching special students: English lessons for deaf students in Indonesian special junior high schools. *International Journal of Education and Research*, 5(12), 121–136.
- Akef Alsalihi, H. (2020). *Techniques in Teaching Speaking Skill*. Baghdad University. <https://doi.org/10.13140/RG.2.2.34048.38402>
- Birinci, F. G., & Saricoban, A. (2021). The effectiveness of visual materials in teaching vocabulary to deaf students of EFL. *Journal of Language and Linguistic Studies*, 17(1), 628–645.
- Creswell, J. W., & Poth, C. N. (2018). *Qalitative Inquiry Research Design: Choosing Among Five Approaches Fourth Edition*. Sage Publisher.
- Dalilan, Sartika, E., & Lestari, I. (2021). The Practices and Obstacles of English Language Teaching in Intellectual Disability Classroom: A Case Study at Special School (SLB) in Palembang. *PANYONARA: Journal of English Education*, 3, 1–18. <https://doi.org/10.19105/panyonara.v3i1.4319>
- Dewi, A., Yawisah, U., & Siregar, S. (2019). Teaching English to Children With Hearing Impairment: A Case Study in Special School. *Pedagogy : Journal of English Language Teaching*, 7, 10. <https://doi.org/10.32332/pedagogy.v7i1.1430>
- Huda, K., Purwati, O., & Retnaningdyah, P. (2023). Implementation of the SIWI Learning Strategy to Encourage Deaf Students' Writing Skills At Extraordinary School (SLB) Lamongan. *International Journal Of Humanities Education and Social Sciences*, 3(1).
- Jamaris, M. (2018). *Anak Berkebutuhan Khusus: Profil, Asesmen, dan Pelayanan Pendidikan*. Ghalila Indonesia.
- Khasawneh, M. A. S. (2021). Problems Teaching English to Deaf Students. *Indonesian Journal of Creative Counseling*, 1(2), 32–42.
- Kumar, J. (2013). Teaching Speaking: from Fluency to Accuracy. *The Journal of English Language Teaching*, 55, 16–21.
- Kusyairy, U. (2012). *Konsep diri remaja dengan orangtua berkebutuhan khusus*. Alauddin University Press. <https://books.google.co.id/books?id=iqhnhQAACAAJ>

- Mansyur, U. (2018). Pembelajaran Inovatif Bahasa Indonesia di Sekolah Dasar. <https://doi.org/10.31227/osf.io/fyr8g>
- Sarjono. (1995). Orthopedagogik Anak Tunarungu I. Departemen Pendidikan dan Kebudayaan.
- Sholihah, M., Yuliati, L., & Wartono. (2016). Peranan Tpack Terhadap Kemampuan Menyusun Perangkat Pembelajaran Calon Guru Fisika Dalam Pembelajaran Post-Pack. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(2), 144–153.
- Somantri, S. (2006). Sutjihati Somantri, T. Hajah; Rose Herlina. (2006). Psikologi anak luar biasa / Hj. T. Sutjihati Somantri ; editor, Rose Herlina. Bandung : Refika Aditama,. Refika Aditama.
- Sukadari, S. (2020). Pelayanan Anak Berkebutuhan Khusus melalui Pendidikan Inklusi. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 7. <https://doi.org/10.31316/esjurnal.v7i2.829>
- Suparno. (2007). Pendidikan Anak Berkebutuhan Khusus. Dirjen Pendidikan Tinggi Depdiknas.
- Suradji, M. (2019). Pendidikan Karakter Pada Anak Berkebutuhan Khusus. *TA'LIM : Jurnal Studi Pendidikan Islam*, 2, 226–236. <https://doi.org/10.52166/talim.v2i2.1645>